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ABSTRACT

The three-year project was designed to plan, test, and implement a comprehensive career education program in grades K-12 in 14 schools. Implementation strategy was organized in three phases: teacher awareness, development of curriculum materials, and classroom implementation. Specific objectives were developed for each of the three phases for each fiscal year. The final evaluation report consists of two subsections: (1) the evaluation of project goals and objectives and (2) interviews with key participants. Goals and objectives in each of the three phases are discussed in terms of activities completed. Impact of classroom implementation was measured by use of student tests, with test results shown in tabular form. Interviews were conducted with administrators, counselors, and teachers concerning their involvement, assessment, and future commitment to the development of career education. Comments of the superintendent and the assistant superintendent of schools are presented. Results of other interviews are grouped by high school, junior high, and elementary level. While it was determined that the project achieved its objectives in the areas of teacher awareness and curriculum development, recommendations for future implementation include strong leadership by a professional administrator, awareness and commitment from the superintendent and board of education, and a long-range plan. Appended is the evaluation design. (RG)

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COMPLETE OCCUPATIONAL EDUCATIONAL DEVELOPMENT (COED)

A Research and Development Project in Career Education

Keene Union School District of Supervisory Union #29

Keene, New Hampshire

FINAL EVALUATION REPORT

June 15, 1972 - June 15, 1975

Project No: V261037L
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CONTEXT EVALUATION

This final evaluation report addresses the three year effort of a career education project designed to plan, test and implement a K-12 career education program into the public schools of Supervisory Union #29 in Southwestern New Hampshire.

During the project's three years a number of personnel and program changes have been made and the overall success of the project has been good.

The Locale:

Keene is a small industrialized city of approximately 25,000 people located in the southwestern corner of New Hampshire. The surrounding area served by the supervisory union is rural and covers the five towns of Chesterfield, Harrisville, Marlborough, Nelson and Westmoreland. Keene is the economic center for this area of the state which encompasses a population of close to 50,000.

Geographically Keene is located 15 miles east of Vermont and 15 miles north of Massachusetts. Its industrial base includes machine tool industries, ball bearing industries, optical industries and a large retailing establishment. Economically the region has long been the most healthy in the state of New Hampshire with unemployment, even in 1975, only 7%.

Keene State College of the State University system of New Hampshire is located in Keene along with Antioch of New England. The city also is served by Franklin Pierce College as well as the New Hampshire Vocational Technical College from Claremont. It has a new health center, the Cheshire Hospital, and is considered a growing area for health services and education.

The average educational level of the area is approximately 12.6 years with the medium income just over $9000 per year.

The School System

As mentioned above, the Supervisory Union serves six towns, including Keene. Each town has its own board of education for the elementary level; Keene has a K-12 board of education, and the Supervisory Union has a board which addresses the secondary level educational program. The Keene Junior High School and high school serve all the sending towns in the Union.

There are seven elementary schools in Keene, five in the outlying towns and one parochial school in the Union. The following table indicates the enrollment in each of these schools.

SUPERVISORY UNION NO. 29

ENROLLMENTS

As of: April 1, 1975	K	1	2	3	4	5	Sp.	6	7	8	9	10	11	PG+ 12	Total
Franklin	51	66	65	51	57	41	-	63							394
Fuller	61	60	51	59	53	44	-	57							385
J. Daniels	47	58	57	62	42	55	-								321
Lincoln	19	22	16	20	19	21	-	23							140
Roosevelt	23	21	12	19	25	24	-	21							145
Symonds	64	71	60	74	84	74	-								427
Wheelock PP 18	53	52	42	42	32	40	25								304
Keene Jr. High								168	395	459					1022
Keene Sr. High							11				499	478	334	375	1697
Totals 18	318	350	303	327	312	299	36	332	395	459	499	478	334	375	4835
Chesterfield		22	37	30	36	40	-	51	44	36					296
Harrisville	4	12	6	6	9	5	1	11							54
Pre-1st Marlborough	16	25	29	32	16	34		27	38	38	33	36	23	27	375
Nelson		9	14	11	5	9	-	7							55
Westmoreland		17	16	20	16	17	-	20	25	33					164
St. Joseph	39	36	41	46	36	35	-	36							269

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The district staff is composed of a superintendent, two assistant superintendents and an educational consultant. The Keene district has been designated by the State as the site for the construction of a major vocational education facility. The 3.29 million dollar facility is now under construction and scheduled for opening in the fall of 1976.

The Project:

Project COED was funded as a three year exemplary career education program under Part D of the Vocational Education Amendments of 1968. The annual funding has been approximately $109,000. Staffing has changed considerably with the following pattern.

Director	Director	Director
John Riesenberg	Edward Donovan	James Huntley
Assistant Director	Resource Consult.	Resource Consult.
Edward Donovan	Warren Neumeister	Warren Neumeister
Resource Consultant	Placement Coor.	Secretary
Warren Neumeister	James Huntley	Patricia White
Secretary	Secretary	
Mary Fish	Mary Fish	

Project COED was designed to implement a comprehensive career education program in grades K-12 throughout the Supervisory Union #29. The plan called for an implementation strategy organized in three phases.

Phase I - Phase I was addressed to staff. Concentration was on teacher awareness of the concepts and activities of career education. This awareness was accomplished through a series of carefully planned, teacher centered, workshops, in-service courses, curriculum sharing sessions, and individualized planning sessions.

Phase II - Phase II was primarily a summer activity focused upon the development of curriculum materials by teachers who had completed Phase I and wished to pursue career education in more depth.

Phase III - Phase III is the classroom implementation of curriculum materials developed or acquired in Phase II. This implementation takes place initially through the "core teachers"; that is, those teachers who actually developed curriculum materials. Spin-off use of these materials

occurs informally by others as well as formally through the use of Phase I workshops for newly interested teachers.

The project developed specific objectives for each of the three phases for each fiscal year. It is important to realize that all three phases function simultaneously. Some teachers are at the awareness level, much curriculum has been developed, and both "core" and "spin-off" teachers are implementing a wide variety of career related activities.

Fourteen schools (K-12) throughout the Supervisory Union are involved in the project. The project implements its developed plans and curricula through five components.

*Elementary Career Awareness
*Junior High Career Exploration
*Senior High Career Orientation and Preparation
*Guidance and Counseling
*Career Placement

Each year the project has widened its circle of involvement to include more teachers and counselors in all three phases, within all five project components.

PROJECT GOALS AND OBJECTIVES

Long-range objectives for the project were developed in the five areas of:

*Elementary Career Awareness
*Junior High Career Exploration
*Senior High Career Orientation and Preparation
*Guidance and Counseling
*Career Placement

Each year specific implementation objectives were developed for Phase I, II and III activities for each component. The Phases were labeled:

I - Teacher Awareness
II - Curriculum Development
III - Program Implementation

The long range program objectives are as follows:

Objectives

Elementary Awareness Component

1. Students will demonstrate a greater awareness of the career options in the world of work.

2. Teachers will have developed a positive attitude toward career development as a part of the school curriculum.

3. Counselors will provide appropriate career development assistance to students, teachers and parents.

Junior High Exploration Component

1. Students will have developed a realistic view of the career opportunities in which they are interested.

2. Teachers will have developed an attitude that is supportive of the student's need to explore career opportunities.

3. Counselors will have developed an expertise that is directly supportive of the student's desire to explore career opportunities.

Senior High Preparation Component

1. The student in grades 9 and 10 will have an opportunity for career exploration.

2. The student in grades 11 and 12 will develop work skills, sufficient for job entry or continuation onto post-secondary education by:

   a) Participation in existing cooperative programs
   b) Attending classes designed for avocational interests
   c) Participation in new hi-concentration job entry courses
   d) Utilization of a new student placement program

3. Counselors will have developed an expertise that is supporting of the student's need for job entry preparation and continuation in post-secondary education.

Guidance and Counseling Component

1. A comprehensive and continuous guidance and conseling sequence will be available to all students, K-12.

2. Teachers will have developed and defined their role in the guidance and counseling sequence.

3. Counselors will have developed the attitude that career development is a K-12 operation, and will have developed a career-oriented cumulative record file for each student in grades K-12.

Placement Service Component

Students will use placement services available to them for work experience, work study, cooperative education, job entry, and further career development.

The specific implementation objectives for the projects final year are included in the evaluation design in Appendix A.

In addition to the program objectives listed in the evaluation design, six IMPACT OBJECTIVES were developed for the final year of the project. These impact objectives were designed to assess the long range results of the project as it completed its final year of operation.

The IMPACT OBJECTIVES are as follows:

1) The district administrative structure will have changed to accomodate and support ongoing comprehensive career education implementation in the district.

2) The high school media center will assume responsibility for career education materials distribution.

3) Impact upon students in the 8th and 9th grades will be measured.

4) Placement of students leaving school will be measured for the present and prior year. A trend analysis will result.

5) Teachers, administrators and counselors attitudes toward career education and their commitment to its ongoing implementation will be high.

6) The project director will develop a long range plan for career education in the district.

Personnel

Personnel retained and paid by the USOE grant funds were as follows:

Project Director - Mr. James Huntley became project director for the third and final year of the project. During the second year of the project he had been the placement coordinator. Mr. Huntley assumed both roles (director and placement) the final year of the project. Mr. Huntley was also responsible for the high school component.

Resource Consultant - Mr. Warren Neumeister continued in his function as resource consultant for the project. As such he provided materials and technical assistance to the elementary and junior high school components. He was also active in the curriculum work with learning stations.

Project Secretary - Ms. Patricia White has served as project secretary for the past two years.

EVALUATION OF PROJECT GOALS/OBJECTIVES

Our overall evaluation of the COED project is divided into two subsections. First a consideration of progress made toward the goals and objectives as stated in the original program application and subsequent evaluation designs. This treatment of progress will be linked to the three Phases as has been done in previous quarterly and interim evaluation reports.

Secondly, as a final measure of program success and future directions we have personally interviewed a number of key participants in the COED effort to seek their response to the Impact of Career Education on the Supervisory Union.

I. Evaluation of Goals

As in earlier interim evaluation reports, progress toward stated objectives has been mapped in relation to the three phased effort of the project. The evaluation of overall, three year project goals will follow the same format.

Phase I - Teacher Awareness

Phase I activities for teacher awareness were conducted during all three of the project years, although teacher awareness efforts were much heavier during the first year and one half of the project.

Every teacher in the Supervisory Union has attended at least one career education awareness workshop. There have been district-wide sessions as well as specialized sessions in each of the schools. Generally these workshops have been well received. Those focusing on the special interests of individual schools have consistently received the highest praise.

These workshops were usually conducted by the project staff, although outside consultants were used effectively. As the project progressed, teachers who had gained career education expertise were used to direct workshop activities.

The second effort in the awareness area was the development of a system for housing, publicizing, and distributing career educational materials. Early in the project this was handled primarily by the COED staff. During the last year of the project, these materials were incorporated into the districts media center. The media center maintains an up-to-date listing of all materials and distributes to each teacher a copy of this listing. The media center also provides delivery services of these materials to the various schools.

COED developed a newsletter (COMMENTS) early in the project as a vehicle to publicize career education concepts and COED sponsored activities. During the final year of the project, COED utilized the superintendent's bi-weekly newsletter as its mode of delivery.

Virtually every teacher, administrator and counselor in the district is aware of COED and its efforts in career education. The awareness component has worked effectively for these audiences. The awareness of the Board of Education, however, is another matter which will be addressed later in this report.

Phase II - Curriculum Development

Over 40 teachers and counselors have developed curriculum materials in Phase II. Elementary and junior high teachers have developed 50 career related units and learning activity packages. High school teachers have developed career related courses or units in Foreign Languages, English, Consumer Economics, Data Processing, Radio-TV, Physics Technology, Ecology, Chemical Technology, Small Business Management, and Accounting. Guidance counselors have developed a unit on the financial aid area for students and parents.

Curriculum implementation has been most evident at the high school (over 600 in career related courses in the Fall of 1975). At the elementary level (64 spin-off teachers have used 157 career education units in their classroom in the Spring of 1974). The junior high program has focused on special VIP courses in career exploration and special conferences such as YES YOU CAN: CAREERS FOR WOMEN AND HEALTH CAREERS. Over 90 career education activities have been completed by junior high core teachers in the Spring of 1974.

The quality of curriculum materials has improved markedly each year. Products of the summer of 1972 were quite poor. Curricula developed during the summer of 1973 was much improved, but many units lacked sufficient documentation to be used by other spin-off teachers. Also, testing materials to show impact from the units were generally lacking. The Summer of 1974 produced curricula of much finer quality. It was well written, documented and included those skills or concepts which students should acquire as a result of the experiences.

Curricula development has been an on-going effort which never stopped. During this final year of the program seven (7) additional learning stations were developed for the elementary level. In addition, thirty proposals for small scale "mini projects" were accepted in the Spring of 1975. Twenty of these were funded for a total of approximately $3600.

Each of the prior quarterly reports review the specific curricula developed in detail. This component has been most successful and well received by the teachers at all levels. The learning stations and career related units are being incorporated into the media center system and will be available to teachers on a continuing basis. Courses at the high school level continue to be offered and should attract upwards of 750 students per year.

Phase III - Implementation

Implementation activities have been focused into three major areas: guidance, placement, and classrooms.

Guidance

Comprehensive programs in the guidance area were never developed. A number of false starts were recorded, but there remains a need for a well-defined sequence of experiences which the guidance program should offer students in grades 7-12. Data on graduates indicates that fewer are going on to post-secondary school and college experiences. Yet a single counselor (Paul Bridges) is still required to meet the needs of non-college bound students.

Placement

Placement activities were at their most efficient and effective level during the 1973-74 academic year. Well designed procedures were implemented, placements were being accomplished and a full-time placement coordinator was able to focus on this component alone.

During the final year of the project, the placement coordinator assumed the duties of the project director and only a fraction of his effort was devoted to placement. As a result, the placement function declined rapidly and steadily to the point where little or no formal program remains at the high school.

Classroom Implementation

For two and one half years extensive documentation of classroom activities was maintained. These data demonstrated a continued rise in the level and variety of career education activities which were being used by classroom teachers. Activities were recorded for the elementary and junior high school levels. At the high school, the course unit was the mode of implementation. As mentioned above, implementation activities at all levels increased each year until virtually every youngster is exposed to some career education concepts throughout his school experience.

Measurement of the impact of these activities has occurred at various grade levels. Specifically, at grades 3 and 4 the Occupational Listing Test originally developed at the North Carolina Center for Vocational-Technical Education was used throughout the project.

At the 5th and 6th grade the Career Education Questionnaire developed at the Minnesota Research Coordination Unit was used.

At grades 8 and 9, a random sample of 25% of each class was tested using the Career Maturity Inventory. The CMI four competence tests and attitude scales were used. We did not use the fifth competence test, Problem Solving.

Table I summarizes the results for the Occupational Listing Test for the final year of the project. Significant gains were noted at the fourth grade, but not at grade three. During prior years, significant gains were made consistently by those students pre and post-tested using this test.

Table 2 presents the long term data for grades five and six using the Career Education Questionnaire. Gains have been made each year by 5th and 6th grade classes using the instrument.

Tables 3,4,5 and 6 display the data from the Career Maturity Inventory. Table 3 represents data from a random sample of 69 seventh graders during the 1973-74 academic year. Table 4 is data from a random sample of 70 students as we followed this through the eighth grade during the 1974-75 school year. Gains were noted in the Knowledge About Jobs and Choosing A Job areas. Attitude scale scores dropped in percentile rank, while Knowing Yourself and Looking Ahead remained essentially the same.

While mean scores increased from grade 7 to grade 8 as expected, the percentile gains were the data of interest to see if Keene students were gaining in relation to other students around the country.

Tables 5 and 6 summarize the data for 1973-74 eighth grades and 1974-75 ninth graders on the CMI. The pattern of these scores is quite different from the 1975 eighth graders. There are significant losses noted in the percentile standings of ninth graders when compared to their eighth grade performances.

In conclusion, while the activity level of teachers has increased in the utilization of career education activity, test results are mixed with the more consistent gains noted at the elementary and junior high levels.

Table 1: Elementary Testing Using the Occupational Listing Test

	Fall, 1974		Spring, 1975	
	N	Mean	N	Mean
Grade 3	20	9.20	27	7.07
Grade 3	25	13.72	25	11.16
Grade 4	27	6.30	28	14.71

Table 2: Elementary Testing Using the Career Education Questionnaire

	Sept. 72		June, 73		October, 73		June, 74		October, 74		June, 75	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Grade 5	27	9.0	24	9.72	36	28.2	37	35.21	21	30.09	18	35.33
Grade 6	183	9.64	179	10.25	179	30.2	153	32.9	57	28.6	28	30.93

Table 3

COED: CAREER MATURITY INVENTORY - PRE-POST TEST

GRADE 7, 1973-74

	PRE TEST			POST TEST			NAT. MEAN FOR STANDARDIZED GROUP	NATIONAL PERCENTILE		PERFECT SCORE
	NO.	MEAN	RANGE	NO.	MEAN	RANGE		PRE	POST	
Knowing Yourself	69	10.9	5-18	68	10.6	3-18	10.36	55%	55%	20
Knowing About Jobs	69	11.9	1-20	68	12.8	6-18	10.23	59%	69%	20
Choosing a Job	69	11.0	3-18	68	11.2	4-19	10.51	51%	51%	20
Looking Ahead (Planning)	69	10.8	2-17	68	11.9	3-18	8.73	68%	73%	20
What Should They Do (Problem Solving)	69	7.2	1-15	68	7.8	3-14	6.56	56%	67%	20
ATTITUDE SCALE	69	31.	20-40	68	31.7	19-44	29.21	61%	61%	50

Table 4: COED Career Maturity Inventory - Post Test Final

Grade 8 - 1974-75 - Spring

	No	Mean	Range	National Mean for STD Group	National Percentile	Perfect Score
Knowing Yourself	70	12.70	7-18	10.97	56%	20
Knowing About Jobs	70	15.70	11-20	11.59	78%	20
Choosing A Job	70	12.86	4-18	10.59	62%	20
Looking Ahead	70	12.84	0-19	8.99	71%	20
Attitude Scale	70	34.56	23-44	32.84	55%	50

Table

COED: CAREER MATURITY INVENTORY - PRE-POST TEST

GRADE 8, 1973-74

	PRE TEST			POST TEST			NAT. MEAN FOR STAND. GROUP	NATIONAL %		PERFECT SCORE
	NO.	MEAN	RANGE	NO.	MEAN	RANGE		PRE	POST	
Knowing Yourself	72	11.6	1-19	81	12.8	2-20	10.97	56%	65%	20
Knowing About Jobs	72	13.4	3-19	81	13.9	1-20	11.59	54%	63%	20
Choosing A Job	72	11.5	4-19	81	13.0	5-19	10.59	55%	62%	20
Looking Ahead (Planning)	72	11.5	0-19	81	12.7	1-20	8.99	66%	71%	20
What Should They Do (Problem Solving)	72	9.1	2-17	81	10.0	2-17	7.66	64%	71%	20
ATTITUDE SCALE	72	32.5	17-43	81	34.4	24-45	32.84	48%	55%	20

Table 6: COED Career Maturity Inventory - Post Test Final

Grade 9 - 1974-75 - Spring

	No	Mean	Range	National Mean for STD Group	National Percentile	Perfect Score
Knowing Yourself	83	12.60	2-20	11.09	65%	20
Knowing About Jobs	83	14.11	1-20	11.35	62%	20
Choosing A Job	83	12.11	3-19	10.13	53%	20
Looking Ahead	83	12.12	2-19	8.46	69%	20
Attitude Scale	83	34.61	21-45	34.29	46%	50

II. Interviews of Project Participants

In order that we might better assess some of the attitudinal and practical impact of project COED, a number of interviews were conducted with administrators, counselors, and teachers concerning their involvement, assessment, and future commitment to the development of career education in the Keene District. Below we have indicated those whom we interviewed, the general nature of the questions asked, and the pattern of responses.

1) Dr. Carmelo Sapone - Superintendent of Schools

   a) What have been the noticable changes in the schools because of project COED?

   b) What remains to be done?

   c) How do you propose to accomplish remaining objectives?

   d) What were the problem areas of COED? Area of most and least impact.

2) Mr. Richard Champagne - Assistant Superintendent of Schools

   a) Same questions as Superintendent.

   b) What organizational arrangements would be the best to continue career education in the district?

3) Mr. James Huntley - Director, Project COED
   Mr. Warren Neumeister - Resource Coordinator, COED

   a) Same questions as Superintendent.

   b) Most successful components, curriculum, departments, and materials.

   c) What will continue? What will not?

4) Mr. Charles Burns - High School Principal
   Mr. Robert Ranaldi - Junior High Principal

   a) Same questions as Superintendent.

   b) What structural changes have occurred as a result of COED?

   c) What staffing changes have occurred as a result of COED?

   d) How will your future curriculum development address the concepts of career education?

   e) Guidance has not been as responsive as other areas? Why? Solutions?

   f) Is career education part of your staff development plan?

5) Mr. David Johnson - Media Center at High School

a) What is the mechanism for distribution of materials?

b) Are career education materials being used? By whom? Is the pattern of use increasing or decreasing?

c) Any plans to give special attention to career education materials?

d) How will future career education materials be acquired?

6) Mr. John O'Connell - Director of Guidance

a) Same questions as Superintendent.

b) What progress has been made on developing a comprehensive career guidance program at the high school?

c) How does the current guidance staff allocate its time and resources?

d) What happens to the placement function next year?

7) Teachers - Elementary, Junior and Senior High Schools

a) Same questions as Superintendent.

b) Which approaches have worked best?

c) Which materials have been most useful?

d) What will you do next year in career education?

Responses:

Superintendent of Schools - Dr. Carmelo Sapone

A one-hour interview was conducted with Dr. Carmelo Sapone, the superintendent of Schools in Keene, New Hampshire, to assess the changes which have occurred in the Keene schools because of Project COED. Also addressed in this interview was the topic of what remains to be done and specific methodology which the superintendent proposes to use in accomplishing the remaining objectives of career education in the district.

The superintendent indicated that changes were clearly noticeable at the elementary and junior high school levels. Although some changes have occurred at the high school, these were not of the same magnitude as those at the elementary and junior high levels. The superintendent indicated that integration of curriculum activities in career education had occurred most noticeably at the elementary school level. At the junior high level, the social studies and

reading teams, along with home economics, have done a good deal of work in career education. There has been little movement in mathematics and English as assessed from the superintendent's point of view.

The most striking impact according to the superintendent had been that the attitudes of teachers have shifted significantly and they are now more able to consider alternative modes of instruction and content in the classroom. The mere fact that Keene district students have access to additional alternatives is a very positive point which COED was instrumental in accomplishing. Dr. Sapone feels that teachers can now view new ideas with much more openness and are willing to discuss these for inclusion into the curriculum.

The following items were listed by the superintendent as things which remain to be accomplished before career education could be fully implemented throughout the system. First, there is a continuing need to fully educate the Board of Education and enlighten them as to the scope of its philosophy rather than the narrower view which most people have of the concept. The superintendent indicated that the Board never made a serious commitment to career education but merely provided "lip" service to the concept. This lack of commitment has been illustrated by the fact that the Board has refused to pick up any aspects of the project for inclusion in its operating budget for the next year. There needs to be both commitment, understanding and leadership at the Board of Education level before career education will be fully effective in the district.

In looking for specific changes at the school level, the superintendent indicated that in hiring people for the new vocational center, he will be looking specifically for those people from the trades or military who have had broad experience in those occupational areas which they propose to teach. He will not place preference on those people who have come up through the educational system as being the teachers within the vocational center.

The superintendent was less sure of his strategy at the elementary and junior high level for continued development of career education.

Dr. Sapone indicated that a substantial change was needed in the focus and methodology of the guidance program for career education to be fully successful. He proposed specifically the installing of an advisory system whereby each teacher is responsible for 15 students for academic counseling, as well as vocational development counseling. The guidance counselors would then become resources to the teachers assisting them in technique, staff development, and inservice work so that they can be more effective with their work with students. The superintendent's view is that the teacher becomes the crucial person in the career development process and until this occurs, guidance and counseling will continue to be less effective than it could be.

On balance, the superintendent indicated that COED had many more gains

and positive points than negative and that substantial curriculum changes had been achieved. He also pointed out the enthusiasm of teachers and some principals for the concepts that these people would probably carry forth in the coming years. He indicated that the Board was not fully committed to the concept itself and the superintendent of schools had not been closely enough involved with the project in order to enhance the probability of its continuation.

Interview with Mr. Richard Champagne, Asst. Superintendent of Schools for Instruction. The comments of the assistant superintendent of schools were made independently of the superintendent, but a number of commonalities were present.

First, Mr. Champagne indicated that it was his judgement that more activity had taken place at the elementary and junior high schools and that these levels had been more fully involved in the career education project than at the high school. He cited the Social Science and the Science Departments as having completed some activities at the high school level. Mr. Champagne has only recently become assistant superintendent of schools and although he was in charge of instruction it was clear that he was unfamiliar with what Project COED had accomplished and the strategy which they had used for implementing their curriculum changes. He did indicate that the learning packets and learning stations which had been developed at the elementary level were particularly useful in representing good curriculum development. He pointed out that the Board of Education had mandated career education as part of its long range curriculum plan, and as such, each teacher and department chairperson is expected to incorporate the concepts of career education into their classroom activities and programs. It was further indicated that Mr. Joseph Giuliano would probably be assigned the task of career education promotion and implementation as time went forward. It would also be appropriate for Mr. Giuliano to include career education into the staff development plan.

As in the case of the superintendent, Mr. Champagne indicated the general lack of support and commitment on the part of the Board of Education and the resulting problems when the initial project was not housed within the central administration area. He indicated that if a full-time administrator had been assigned as liaison between the project and the Board perhaps better communication and closer cooperation could have been achieved, resulting in various aspects of the COED project being continued into the future.

Mr. Champagne indicated that it was his impression that the district had a general lack of direction and that the problems of federal funding with its short planning time did not contribute to the overall acceptance of the project. Mr. Champagne said that in the future he would look for young people getting a better sense of direction and career awareness as a result of the career education effort and would look for a stronger guidance and counseling component in the future to facilitate this process.

Interview with Mr. Charles Burns, Principal, Keene High School. Mr. Burns indicated that the primary impact of Project COED at the high school was to make the staff more aware of the concepts of career education and of the great need of vocational and career guidance for all students, not only those who are planning to enter vocational programs. He said that the Social Studies and Science Department had been most active in career education, although the English Department had installed a number of career related courses. He indicated that in his opinion that math was one weak area in career education at the high school.

Mr. Burns stated that two primary objectives had to be achieved before career education would make substantial impact on the young people at the high school.

First, a complete pre-vocational program was needed at the 9th and 10th grade levels consisting of a series of mini-courses in industrial arts, home economics, and business education to permit students to explore various occupational areas in this crucial stage of their vocational development. Second, he indicated that a whole new approach to career guidance was needed and that resources and commitments had not been present in this particular program in the past.

Echoing the earlier statements of other administrators, Mr. Burns indicated that it was his opinion that the Board of Education had not really committed themselves to career education as a priority and in fact the existance of 13 major goals for the district were too many and that because of this, energy was dissapated over a host of areas while very little progress was made in any area.

It was the opinion of the high school principal that at the early stages of the COED project, the elementary and junior high levels of the program were fairly well defined; the secondary level was undefined until later in the project. He also cited the fact that the project had three different directors which lead to a sense of discontinuity to the program. It was pointed out by the evaluation team that the high school was involved in the project from the beginning and in fact, during the initial summer, curriculum development work was accomplished by the Math, English, and Science Departments within the high school program.

It was further indicated by Mr. Burns that one of the problems of federal funding was the lack of time for total involvement and commitment on the part of the district before a decision had to be made to accept funds and move forward in a particular program area. It was his opinion that not enough time was permitted for this involvement process, and as a result, many of the projects that have been functioning in the district were viewed as outside of the regular established program, and as such, had minimal impact on the program and were more likely to be dropped once the external funding ceased.

Other Key Participants

If Project COED has had a lasting effect of the Keene School System's

ability to make Career Education an integral part of the student's learning experience, then we can say that COED has had a worthwhile "impact" on that system. Although the question of lasting impact can only be answered as we move into the future, a study of how Career Education has planted its feet and how it has begun to grow, can give us some basis for estimating its future.

The following sections on the high school, the junior high school, and the elementary schools, describe in broad terms what has happened to date. Much of this information is available in greater detail elsewhere in this total report. However, from these broad descriptions certain questions are raised on Career Education's future in Keene schools. While these questions may seem matter-of-fact to those close to Project COED, it should be stressed that Keene has used an approach (summer curriculum writing by teachers) which leaves some needs unadressed. Among these are parent, guidance department, and administrative involvement. The following pages ask, "CAN A CURRICULUM WRITING APPROACH GIVE AN ENTIRE SYSTEM AND ITS COMMUNITY AN ADEQUATE BASE FOR DIRECTING ITS OWN IMPROVEMENT?"

High School - Initial Involvement

Teachers from a wide range of departments took part in the original summer curriculum writing workshop. A variety of subsequent developments has emerged during the past three years. The following pages will emphasize these positive accomplishments. However, certain problems and questions concerning this initial period help in gaining a perspective of the three year effort. For example, in many cases a decision had already been made to either revise curricula for some eixsting courses or to generate original guidelines for new courses. While the new Career Education project was a convenient vehicle of support for curriculum development, the degree to which Career Education concepts themselves were the shaping force is still in question.

In addition, some of these interviewed described another problem during this start-up period. They perceived the project management as being rather rigid in its emphasis on saleable skills. One department chairperson was concerned that new courses thus created would not be compatable with the teaching skills of his present staff; thus the term "infiltration" was used by the chairperson to describe the project's mode of action.

A third problem stressed by a number of those interviewed concerned the format which the project proposed for the construction of curriculum units. The format was later found to be complex, and to stress the statement of objectives at the expense of substance and creativity.

Since these early days teachers have discovered more acceptable formats. More and more career substance has been incorporated as the COED staff has continued to provide concrete support with materials, community resource people, and more stimulating approaches. The defensiveness of some departments has likewise been put aside as the project moved away from an emphasis of saleable skills and toward an awareness of the variety of career opportunity and the more personal

skills necessary to investigate and tentatively choose from such a variety of career possibilities. Almost all teachers and chairpersons now see Career Education as an integrative rather than adjunctive effort, as something which enriches their courses and the range of departmental offerings.

High School - On-going Action

The COED staff notes that all departments have become involved in Career Education in some way, and that perhaps 20 of the 120 teachers have become very actively involved. Interviews with teachers and chairpersons bears this out. Action includes, but is not necessarily limited to, the following:

1. Foreign Languages used the summer workshops to build three career units into each of the yearly courses. Each unit takes about 15 days but does not take the entire class period. Emphasis is placed on the use of local resource people.

2. The Career English course developed during a summer workshop is giving students increased opportunity to interact with the community and to become more aware of career related skills.

3. The Social Studies department has used COED support to shape at least three courses - including Industrial Psychology and Economics for Living. These courses are now an integral part of the curriculum. High enrollment for the Economics of Living course is seen as a sign of its success.

4. When the project began, the Distributive Education department had no "road map" for shaping its Radio-TV program. They now have a total approach which includes outreach to other departments, "down reach" to younger students, and an increased emphasis on the human and personal aspects of careers in the media. In addition, COED has supported the department in shaping Small Business Management and Data Processing courses, and revising the Accounting course.

5. The Science department has benefited in many ways. The first summer saw the development of an Environmental Science course for freshmen.. Subsequent development of the Chemistry Tech. course has also been successful. In addition, another Science teacher has established a comprehensive "Guidance Satellite" service with 67 career files and six slide-tape packages on clusters of science related careers in the Keene area.

6. The Home Economics Department has been able to pay increased attention to home business crafts and to small business in general through the support received from COED (both summer workshops and materials and supplies). The instructor is now on a state-wide committee moving forward in these areas.

As a result of these activities there has been some increase in the

amount of student-community interaction. However, it is unclear whether this involvement is systematic or somewhat random. It also appears that the responsibility for such contact has rested upon the COED staff or the teacher rather than upon individual students or groups of students.

In like manner, the amount of teacher contact with the Guidance Department has increased somewhat. A variety of those interviewed thought highly of the recent workshop which involved the Guidance Department. This increased rapport still needs to be turned into more systematic paths of cooperation according to a number of teachers interviewed. With such broad teacher involvement in Career Education activities the opportunity certainly exists at Keene High School.

High School - The Future

Almost all of those interviewed were enthusiastic about their Career Education efforts and stressed that the courses developed or revised were integral parts of their curriculum. Some mentioned additional developmental efforts they would be undertaking in the future. The fact that some are involved in running workshops elsewhere and are part of state-wide committees is also encouraging.

In the midst of this optimism, a few teachers did say that action would decrease without COED to provide coordination, resource people, ideas, and money for summer workshops. The unlikelyhood that the school system can or will pay for further curriculum writing on any large scale was frustrating to many of those interviewed.

Whether Career Education can sustain itself and continue to grow, may be determined by the way the high school and the entire system respond to the following issues:

1. Without COED, administrative responsibility for a concerted effort will rest upon the administration, department chairpersons, and the guidance department. If this group can coordinate its goals and actions, and if it can then reinforce those within the school who are now becoming intelligent curriculum developers, there is no reason why the Career Education momentum can not be maintained.

2. While almost all of the COED resources have been directed toward the classroom teachers, the Guidance Department has been open to the suggestion made in part by the COED staff that the testing program become centered on aptitude and interest rather than the testing of intelligence and achievement. Such a testing program, as now established, can provide a valuable forum in which the administration, teachers, students, parents, and community can meet to re-examine the evolving needs of their children. Realizing that guidance counselors alone cannot be expected to establish broad new programs (with considerable logistical problems) while meeting their many traditional responsibilities, it seems clear that members of the other interested parties - teachers, students, parents must also show initiative in planning and in implementation if this matter is to go forward.

3. Interviews revealed that very limited sharing of information on Career Education activities is occuring. Significant problems of redundancy are already emerging. A need to evaluate present actions is also being voiced. The sharing of very limited resources will also be at issue. The sensitive use of workshops, newsletters, and the central curriculum staff can go a long way to meeting these needs. How such mechanisms can be established in a school as compartmentalized as Keene High School, remains to be seen.

Junior High - Initial Involvement

Keene has one large junior high school building of 1100 students and 58 teachers. The curriculum is divided into discipline areas and the "high school" departmental chairpersons are in fact responsible for the articulation of courses down through the junior high level. Several junior high teachers wrote curriculum units during the first summer workshop; other units have been developed subsequently. The other mode of teacher involvement has been the use of community resources people identified by the COED staff. At the junior high school, "Career Education" has usually been described as "inserting into the present curriculum information about the range of available jobs."

Junior High - On-going Action

The COED staff estimates that forty percent of the teachers have been involved in Career Education efforts either through the use of specific curriculum units or through the use of resource people. Discipline areas thus involved include mathematics, health, industrial arts, English, science, home economics, art, and special education.

With strong logistical support from the COED resource coordinator, the Health course has involved the 400 seventh graders in Health Fairs. An opportunity to meet a variety of local service persons, both men and women, both professional and para-professional, has thus been provided. A V.I.P. program has provided similar opportunities.

The Special Education course, on the other hand, has involved students in such activities as painting their classroom, building shelves for their new equipment and materials, and taking weekly field trips in the nearby shopping area. COED, the local Lions Club and Rotary Club have been providing financial assistance for needed supplies.

Another area clearly deserving further discussion is Home Economics. As this department was already rewriting curriculum when COED came on the scene, the project supported the integration of careers into the new Home Economics units. This has been combined with community involvement activities, such as walking field trips (small groups) to city stores, which have been aimed at increased student awareness and at getting community people more interested in these school activities. The fact that these teachers have teamed together to facilitate joint planning and to create the needed flexibility for small group activities is especially noteworthy. .

As for on-going action in other school areas, little can be added. Whilethe library has added some career material, the larger area - counseling - appears to have had very limited involvement at the Junior High level. Mention is made of the guidance counselors' present responsibilities for learning disabilities, behavior problems, social needs, and academic placement. While the counselors have been visualized as becoming the directors of teams of teachers who are themselves involved in a broadening counseling role, there is little indication that the junior high's pattern of operation will actually be restructured to support such an approach.

Junior High - The Future

The fact that all, or almost all, curriculum areas have been involved in Career Education is a hopeful sign. The expressed commitment of the principal to continue Career Education, including the use of a portion of staff development resources, is also encouraging. In addition, many students have developed a taste for interacting with community resource people - both in school and outside. Many teachers have also become personally acquainted with community persons who may be helpful in the future. A limited amount of team work has also begun in Home Economics and through greater teacher involvement in the utilization of the Special Education course.

In the midst of this action and verbal commitment, several significant issues need to be addressed in assessing long term impact.

1. Those interviewed frequently noted that a resource coordinator would be needed for next year if the present level of involvement and utilization were to be maintained. Both the teachers and the administrator stressed the limited flexibility possible under the present student load. Thus, the fact that Project COED has not appreciably affected the resource utilization pattern of the junior high is of major importance in assessing its long term impact. Broad school-community interface remains difficult and unlikely.

2. As the guidance counselors have not built up a history of involvement with Career Education during the three years of Project COED, it is somewhat difficult to assume that they could effectively assume a coordinative role in the near future. If those who have access to all teachers during the school day do not play a significant role in communication and documentation about Career Education activities, then the requisite sharing and planning of sequential approaches cannot be expected and the corresponding danger of frustrating redundancies will remain.

Elementary - Initial Involvement

As with other levels, the elementary effort began with the involvement of volunteer teachers in the summer curriculum writing workshop. The initial units were highly "project" oriented (candle-making, working with yarn, leather, wood, etc.) On-going support was provided

by COED's resource coordinator who had easy access to the initially involved teachers. Approximately half of the elementary teachers have become involved in Career Education activities to some extent. For some Career Education has been seen as "doing projects". Others have used the projects to generate discussions of various jobs and to use occasional resource people. Still others have used Career Education to illustrate the variety of opportunity, and the range of life styles, and the personal values which are carried by such a variety of opportunity.

Elementary - On-going Action

The COED staff notes that the intensity and breath of activities has increased at the elementary level during the three years of the project. (It is agreed that craft projects, discussions of careers, and some clarification of personal values were all occuring in some Keene classrooms prior to project COED). Interviews with various principals and teachers across four elementary schools support the assertion. The principal and Career Education coordinator of one building note that almost all (perhaps 80%) of the teachers have tried out at least one Career Education curriculum unit. At another school all teachers are believed to have used at least two units last year and to have continued their efforts this year. A smaller elementary school uses a Career Education Social Studies unit for three weeks with all fourth and fifth graders. At another school upper elementary students have seen Career Education become the vehicle for shaping a learning approach that deeply involves groups of students in selecting, planning, implementing, and evaluating an increasing variety of educational activities. Other teachers of this school may not have moved this comprehensively although they have moved forward on the use of projects and learning stations.

As for other action at the elementary level, cooperative efforts between counselors and teachers are increasing (with Career Education as a common reference point;) parent involvement is sometimes increasing through activities supported in part by Project COED; a number of teachers are using some of the better commercial materials now available.

As for "problems", they are seldom mentioned at the elementary level. Project COED repeatedly receives high marks for prompt provision of materials, resource people, and in-the-classroom support. When, on the other hand, one asks what may be preventing further expansion of a Career Education approach certain constraints are identified; limited curriculum flexibility, the limited capacity of teachers in integrating a very wide range of resources, activities, or subject areas; and the very modest involvement of most building principals in implementation to date.

Elementary - The Future

At several elementary schools effective "Career Education" teachers have established easy access to teachers throughout their buildings. In the case, or cases, where this is combined with supportive action

by the building principal, there is a real likelyhood that present efforts can be maintained and perhaps expanded. While being hopeful, the following concerns must be addressed:

1. Mechanisms for joint action by various groups (the principals, the teachers, the parents, the students) have not been established during the history of project COED.

2. A "soft sell" approach to Career Education implementation has generated a marginal sense of urgency as to what remains to be done. With other educational approaches being put forward for next year it may be convenient to say "Career Ed.? Oh, we've done that."

3. Various Career Education activities should be carried out in some multi-year sequential manner if these activities are to best match the developmental stages of the student. While the COED staff did not fully develop such a sequential approach, they did document the actual implementation of various units and were thus able to point out serious redundancies and some gaps in implementation. Even with strong administrative and teacher support in individual elementary schools, some across school coordinating function may be necessary to maintain a clear sense of direction and to maximize communication and sharing. (A case in point involves the future role of the media center in dissemination and acquisition of Career Education material. The center staff can accept such a responsibility and can perform the basic tasks involved. However, if good Career Education material is to be used as part of an effective outreach effort, isn't the coordinated involvement a variety of Career Education teachers also required?)

RESULTS AND CONCLUSIONS

As COED concludes its third and final year of Federal funding it can point to a number of areas where success has been achieved, but by the same measures must recognize that a number of critical issues have not been resolved.

Clearly, the project has achieved its objectives in the areas of teacher awareness and curriculum development. Teachers, administrators, and counselors were made aware of the basic concepts of career education and the specific objectives of COED. Through continued workshops, newsletters, and the availability of career education instructional materials, the teachers in the district were aware of career education and COED.

The summer curriculum development workshops progressed in their sophistication and productivity as the project moved from year to year. Over fifty teachers were involved in these curriculum building activities and the resultant materials are being used.

Implementation of career education in the Supervisory Union has

presented a number of problems. These have been identified in both interim evaluation reports and through the final interviews with teachers, counselors and administrators.

The guidance and counseling effort was never really organized to fully implement career education concepts. Individual counselors made some modifications in their program to address career development needs, but a program plan was not developed or implemented.

Placement activities had a most successful start with well planned procedures and documented results. However, when full-time attention to this component was withdrawn, the placement service declined rapidly.

Classroom teachers have become committed to the concepts of career education and have made excellent progress in integrating career development activities into the existing curricula. From a core group of some 15 teachers, the curriculum writing has expanded to include more than 50 teachers and many more than these are using the curriculum materials developed.

From early in the project, too little attention was paid to the long range strategy for educational change. The project was hastily written to meet a federal deadline with little pre-planning or involvement of key district policy makers. Organizationally the project was located within the vocational department at the high school and from the beginning had difficulty in securing the high level commitment and support in the implementation process. Personnel and the physical location of offices have changed. The school district does not have a plan for the continued development of career education and has not retained any staff from the program to assist in the career education area.

The particular areas of concentration for the continued development of career education will probably be within the guidance and counseling function. While curriculum development remains a district function, most administrators agreed that the revitalization of the guidance function was a needed step in career education. This attitude presents a unique opportunity to the guidance professionals in that there is now a leadership vacuum in career education within Supervisory Union #29.

If career education is to continue in its development within the district, it must have the following elements.

1. Identification of a specific administrative professional charged with the responsibility to assist counselors and teachers in their continuing work with career education.

2. Awareness and commitment from the Superintendent and Board of Education for the basic concepts of career education, and the realization of the resources needed to accomplish future career education objectives.

3. The district needs a long range plan for career education

with specific milestones identified so that progress can be mapped. Career education is now in limbo in the supervisory union. Teacher capability and commitment are present, as well as a wealth of instructional materials. Leadership is required if the investment of three years and some $300,000 is going to have an impact on the career development of the more than 5000 youngsters who attend the schools within Supervisory Union #29.

Appendix A - Evaluation Design

Research and Development Project in Career Education

Keene Union High School District of Supervisory Union #29
Keene, New Hampshire

EVALUATION DESIGN

The following evaluation design relates to Keene, New Hampshires' Proposal for Exemplary Program in Vocational Education, Project No: V261037L, Grant No: OEG-0-72-4654, which was submitted to the U.S. Commissioner of Education under the provisions of Parts C and D of the Vocational Education Amendments of 1968. This design will be used in evaluating the Complete Occupational Education Development (COED) project between March 16, 1974, and June 30, 1975.

Project COED is currently in its final year of funding and thus has all three phases operational. The three phases are outlined below:

Phase I - is addressed to the staff. A series of carefully planned, teacher centered, workshops, visitations, in-service courses and individualized planning sessions will be offered to exemplify and promote an understanding, by each teacher, that programs when appropriate must be relevant to career objectives.

Phase II - Curriculum materials are developed by teachers to be implemented in the classroom. This curriculum development produces courses of instruction, learning units and individual classroom activities. Curriculum revision is also included in Phase II activities.

Phase III- Materials developed and revised in Phase II will be reproduced and made available to all students and teachers in the Supervisory Union. An ongoing teacher training effort will be maintained to enchance their utility and acceptance. The curriculum materials will contain measures designed to assess student growth in cognitive and affective areas.

It is important to realize that all three phases of project operation can take place simultaneously. Some staff may be at the Phase I awareness stage while others are selecting or developing curriculum materials (Phase II) while still others are actually implementing career education activities into the classroom.

The following evaluation design addresses the COED objectives for each of the three Phases of project activities. Phase III operations are further sub-divided into classroom, guidance and counseling, and placement service objectives.

The measurement techniques outlined below generate both "product data" concerning student growth and hard curriculum products developed, as well as "process data" on the organizational and instructional approaches employed. This measurement strategy is consistent with

the Dr. Sidney C. High, Jr. memorandum of July 25, 1972, which stressed that "the evaluator should evaluate the effectiveness of both the project's administration and the career education program as it is operated in the schools". Thus, project logs and other records are seen as a primary data source for total project evaluation.

During this final year of the project a number of impact objectives have been identified in addition to the Phase I, II, and III objectives. These impact objectives are designed to assess the degreee to which career education will continue as a District priority once Federal funding has ceased.

Program Objectives - Phase I - Teacher Awareness

Objectives	Indicators of Success
1) A series of in-service activities will be conducted throughout the three project years so that 100% of Keene's teachers are introduced to career education and stimulated to implement career education activities.	1.1 The project director will submit an inservice plan to the Evaluation Team in September.
	1.2 The project director will maintain a file of all sessions held, the agenda used, and the personnel involved.
	1.3 Spin-off records of those non-core teachers who use career education materials will be monitored.
2) Career education curriculum materials (COED materials and other's) will be publicized and made available through the resource consultant.	2.1 Document process for materials availability.
	2.2 Examine records of what materials were inventoried and used.
3) At least two workshops will be held for "core teachers" to reinforce their commitment to and expertise in career education.	3.1 Project director will maintain a record of these two events.
	3.2 Project director will provide the evaluation team with a list of core teachers.
4) A career education newsletter, "COMMENTS", will be printed and disseminated throughout the district.	4.1 Copies of completed newsletter.
	4.2 Initial plans are for two issues which map progress to date and future prospects for COED.

Program Objectives - Phase II - Curriculum Development

Objectives	Products
Elementary, Junior High School, Senior High School	
1) Each group of core teachers, and others as designated, will develop plans for curriculum revision and development. These objectives are based upon the 1973-74 academic year experience, and thus will not be finalized until May, 1974. At that time specific product objectives will be written (as was the case for 1972-73).	1.1 John Faust will review all curriculum produced. 1.2 Project director will provide list of people, time worked and products developed during the summer of 1974.

Once the products of the Phase II curriculum development efforts have been completed, a curricula consultant will be retained to evaluate and critique all materials produced. A written evaluation of these materials will be completed.

Program Objectives - Phase III - Implementation

Objectives	Indicators of Success
1) Each core teacher will document classroom activities in career education using the Minnesota format.	1.1 Computer runs of activity documents will illustrate the who, what, when, and where of classroom activities in career education for project COED K-12.
2) Student identified as "Career Education students" will be pre and post-tested using instruments selected by the evaluation and project coordinator.	1.2 Test of occupational knowledge and attitudes toward work will be used. 2.1 The "Occupational Listing Test" will be used to measure career awareness at grades 3-4. The Minnesota Occupational Knowledge Test will be administered at grades 5-7. The Career Maturity Inventory (subtests to be selected) will be used in grades 8 and 9 to measure career awareness. (post-test only) At the high school, career education course grades,

curriculum outlines and student feedback will be used.

2.2 Attitudes toward school and toward the world of work will be documented via anecdotal records at grades 4-6. The CMI will be used at 7-8, and a separate instrument may be used at the high school.

Guidance - Counseling

A goal-free approach will be used to evaluate the guidance program as it relates to COED and the implementation of career education. The following items will be used in a checklist fashion.

-career information resource center
-group guidance techniques
-testing program - interest and aptitudes
-follow-up surveys
-bibliography of career related materials
-articulated effort - elementary - junior high - senior high school.
-career conferences.

Placement

1) To locate "slots" for coop vocational education students. (Teachers make student selections for job slots).	1.1 List of coop positions open by occupational area. The placement director functions on a liaison role only.
2) Assist students in obtaining part-time and full-time employment when leaving the school system.	2.1 Records of students placed by occupation and grade level.
3) Arrange work exposure experiences for students in grades 9-12.	3.1 Records of work exposure student experiences. This is a low priority activity.
4) Assist, when requested, the resource consultant in arranging work orientation experiences for grades 7-8.	4.1 Records of assistance in 7-8 grade placements. This is a low priority activity.
5) Survey last senior class and place special emphasis on placing those in need of employment upon graduation.	5.1 List of seniors and their plans. How many to college, military, post-secondary courses, work and uncertain. List of specific successes in job placement of seniors.

Program Objectives - Three Year Impact Results

	Indicators of Success
1) The District Administrative structure will have changed to accomodate and support ongoing comprehensive career education implementation in the district.	1.1 School board resolution in support of career education. 1.2 Retention of staff to serve career education functions. 1.3 Budget allocations for personnel, program materials and travel in career education. 1.4 Annual evaluation review system to monitor progress of career education in the district.
2) The high school media center will assume responsibility for career education materials distribution.	2.1 All COED materials available through media center. 2.2 Examine method used to publicize this service.
3) Impact upon students in the 8th and 9th grades will be measured.	3.1 Using the CMI, students in the 8th and 9th grades will score significantly above norm on all six subtests.
4) Placement of students leaving school will be measured for the present and prior year. A trend analysis will result.	4.1 Students leaving school upon graduation or before will have significantly higher placement rates than in prior years.
5) Teachers, administrators, and counselors attitudes toward career education and their commitment to its ongoing implementation will be high.	5.1 Through an interview survey instrument, attitudes and commitment will be measured.
6) The project director will develop a long range plan for career education in the District.	6.1 Draft of such a plan by November 15, 1974. 6.2 Final plan is accepted by leadership group and school board. 6.3 Year one events have high probability of success.

Proposed Testing Schedule

Grade	Tests	Time Schedule
3-4	Occupational Listing Test	October and May
5-7	Minnesota Occupational Knowledge Test	October and May
8-9	Career Maturity Inventory	Post only - Early May
10-12	Student Questionnaire for Mini-Course	January and May
	Teacher Questionnaire for Mini-Course	January and May
Teachers-Administrators Counselors	End of Year interview with random sample of Supervisory Union #29	
Teachers	Minnesota documentation of activities by core teachers only - grades K-12. Teachers of mini-courses do not use this method.	Collect quarterly Nov. 15, 1974 Jan. 31, 1975 Apr. 1, 1975 June 6, 1975

Project C.O.E.D.

Tentative Schedule of Evaluation Visits
1974-75 Academic Year

September	Finalize evaluation design, review summer curriculum products. Secure inservice plans for the year. File quarterly report.
October	Review guidance and placement components. Visit elementary and junior high schools. Complete pre-tests grades 3-7.
November	Focus on progress to date in acquisition of district support for career education. Observe high school mini-course. Collect teachers documentation of activities.
December	Observe elementary and junior high school classrooms. Ascertain media/curriculum distribution system from high school. File quarterly report.
January	Student questionnaire for participants in mini-courses at the high school. Also get teacher feedback. Collect teacher documentation sheets.
February	Wild card - perhaps curriculum validation.
March	Finalize plans for all post-testing activities. Review placement and guidance activities. Observe classrooms as time permits. File quarterly report.
April	Interview teachers, administrators and counselors on COED impact, collect teacher documentation sheets.
May	Post-test grades 3-7 and 8th. and 9th grades. Student and teacher questionnaire from participants in high school mini-courses. Begin to pull together data for final report. Classroom visits as time permits.
June	Tie-up loose ends, begin writing final evaluation report.